


A Circle a number from 1 (very strongly disagree) to 5 (very strongly agree) for each of these statements.

How easy is it to learn English?

- | | |
|---|-------------------|
| 1 I find it easy to pick up new English expressions. | 1 2 3 4 5 |
| 2 I can easily grasp new English grammar. | 1 2 3 4 5 |
| 3 I expect to attain a good level of English. | 1 2 3 4 5 |
| 4 I've got accustomed to speaking English in class. | 1 2 3 4 5 |
| 5 I can hold a conversation in English without difficulty. | 1 2 3 4 5 |
| 6 I think I have a good ear for language. | 1 2 3 4 5 |
| 7 I am good at putting what I learn into practice. | 1 2 3 4 5 |
| 8 I have the motivation to keep at my studies. | 1 2 3 4 5 |
| 9 I don't usually struggle with English vocabulary. | 1 2 3 4 5 |
| 10 A lot of interaction in English will stop me getting rusty. | 1 2 3 4 5 |

B  Compare your answers in groups. Where you have a low number, try to find someone who has put a high number and ask for advice. Where you have a high number, give advice to classmates who don't have as much confidence as you.

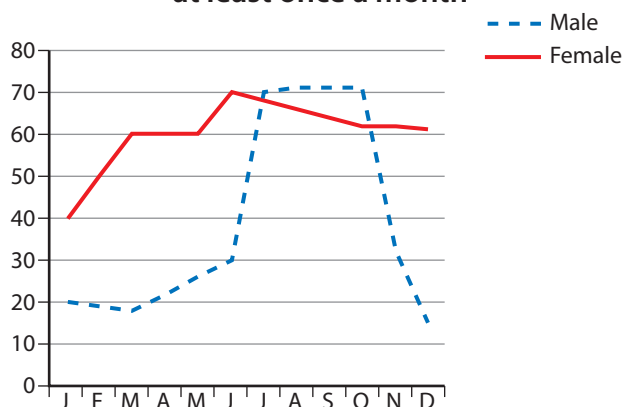
1B Vocabulary

Describing changes

Student A

You have a graph giving information about the percentage of students at The Union Jack English School who visited the cinema at least once a month over a twelve-month period. Describe the graph to your partner. You can give the January and December percentages, but none of the other percentages.

% students who visited the cinema at least once a month



Your partner has information about the percentage of students who visited the school website at least once a week over the same twelve-month period. Draw the graph as Student B describes it to you.

% students who visited the school website at least once a week



Student B

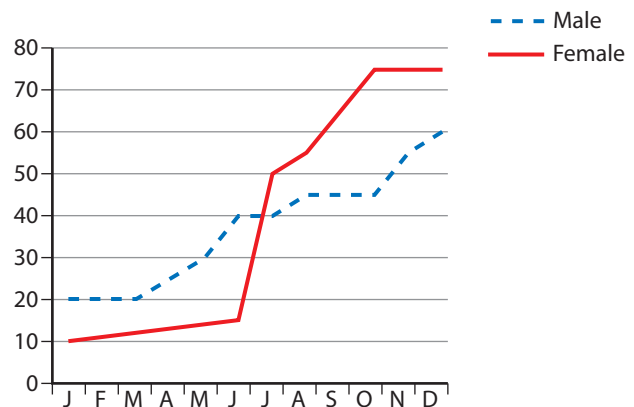
Your partner has information about the percentage of students at The Union Jack English School who visited the cinema at least once a month over a twelve-month period. Draw the graph as Student A describes it to you.

% students who visited the cinema at least once a month




You have a graph giving information about the percentage of students who visited the school website at least once a week over the same twelve-month period. Describe the graph to your partner. You can give the January and December percentages, but none of the other percentages.

% students who visited the school website at least once a week




2A Vocabulary

Multi-word verbs: Social interaction

A  Work in pairs. Complete the sentences with the correct form of the multi-word verbs in the box.


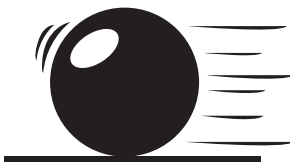
















cut off hold back go on fit in bring out slip out
bombard with run down relate to come across

- 1 ☐ A time when you found it difficult to _____ with a new group of people.
- 2 ☐ A time when someone _____ you _____ personal questions.
- 3 ☐ A time when you _____ the best in someone.
- 4 ☐ A time when it was important for you to _____ well.
- 5 ☐ A time when you had to _____ yourself _____ from giving your true opinion.
- 6 ☐ A time when you wanted to _____ yourself _____ from the world.
- 7 ☐ A time when you let a secret _____.
- 8 ☐ A time when you found it easy to _____ new people.
- 9 ☐ A time when someone _____ a friend _____ and he/she found out.
- 10 ☐ A time when a close friend _____ about something for several weeks.

B  Work with your partner. Student A: choose one of the situations in Activity A to describe to your partner, but don't use the multi-word verb. Student B: guess the multi-word verb. If B guesses correctly, put a tick next to the sentence. Then swap roles. Continue the activity and describe all the situations.

2B Vocabulary

Verbs of movement

<p>soar</p> 	<p>roll</p> 	<p>crawl</p> 
<p>creep</p> 	<p>hurtle</p> 	<p>plunge</p> 
<p>march</p> 	<p>limp</p> 	<p>rush</p> 
<p>zoom</p> 	<p>whirl</p> 	<p>leap</p> 
<p>stagger</p> 	<p>stroll</p> 	<p>whizz</p> 
<p>whoosh</p> 	<p>drift</p> 	<p>slide</p> 

3A Vocabulary

Wealth and poverty

- A** Work in pairs. Complete the article with words and phrases from the box. Sometimes more than one answer is possible.

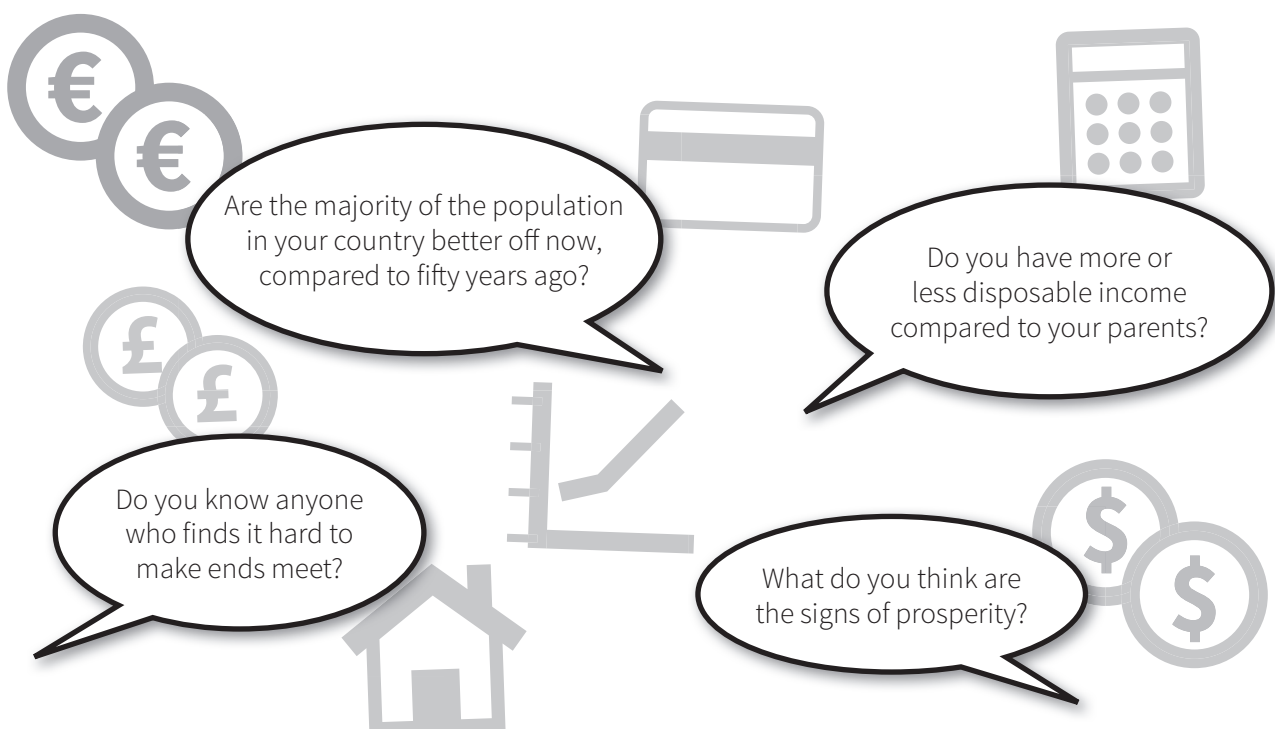
destitute hardship make ends meet prosperity live within our means
well-off impoverished disposable income affluent deprived

People in this country might feel they are struggling in the current economic climate, but recently published research has shown just how much life has improved in the last fifty years.

As a nation, we are considerably better off than we used to be. In fact, the majority of the population now have more than twice as much ¹ _____ as their parents' generation. 50 years ago, a much greater proportion of people faced genuine ² _____, living in ³ _____ conditions, quite simply unable to ⁴ _____. Nowadays, far fewer people can be described as ⁵ _____ and many more of us are able to ⁶ _____. So despite the feeling of financial decline in the last ten years, most of us are actually quite ⁷ _____ and over the course of the last half-century the country has been enjoying relative ⁸ _____.

Is it all positive, though? The truth is that there are still huge differences between rich and poor in our country today, and people in the more ⁹ _____ neighbourhoods have much better living conditions than those in the more ¹⁰ _____ areas in our towns and cities.

- B** Discuss the questions in new pairs.

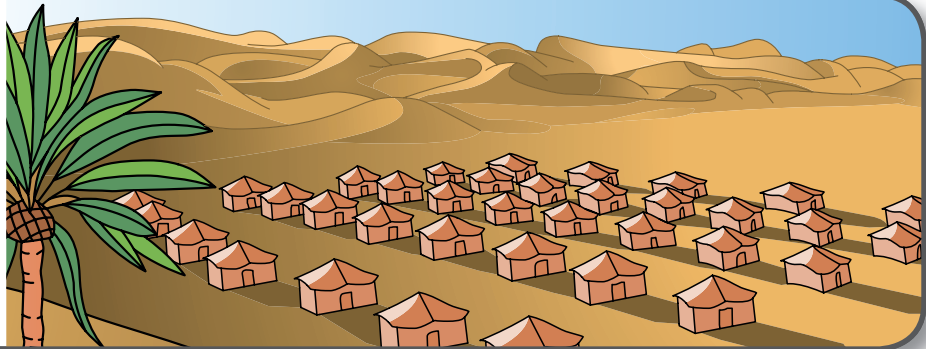


3B Vocabulary

Landscape features

You've just started work as a marketing manager in a failing holiday company. Your first task is to meet with one of your marketing colleagues and improve the information about the holidays on the company website. Look at the pictures and descriptions of holiday destinations on the current website and make them more appealing to prospective customers. Use language from p. 34 and p. 160 of the Student's Book.

Go camping in the middle of a desert that's really far away from people and cities. There's a lot of sand and the ground is full of stones, so it might not be very comfortable.



Stay in a jungle hotel in Costa Rica. The rainforest is humid and hard to get through with some muddy waterholes, but it's still quite nice, even though there are hardly any people.



Visit North England's coastline. It has a lot of grassy areas, some small muddy lakes and hills, but mainly a lot of big rocks facing the sea and sheep.



Relax on Thailand's beaches. The hotel is nice but it is small and simple. There is white sand and lots of palm trees, and the water is beautiful.



4A Vocabulary

Instinct and reason

🗨️ Complete the sentences with the names of your classmates. Then check if your hunches are correct.

I have a hunch that ...

- _____ finds they behave more rationally than other people in an emergency.
- _____ isn't money-conscious and often buys things on impulse.
- _____ tries to make logical choices in life.
- _____ often takes spontaneous decisions.
- _____ is very sensitive to other people's feelings.
- _____ usually goes with his/her gut instincts.
- _____ is never self-conscious in social situations.
- _____ would think twice about making new friends online.
- _____ thinks over everything that happened during the day when they get home at night.
- _____ always weighs up the pros and cons of big decisions by making a list.
- _____ is/isn't a very conscientious student.
- _____ knows subconsciously when people aren't telling the truth.
- _____ is self-confident when meeting new people.
- _____ thinks their teacher is a very reasonable person.
- _____ thinks being sensible is dull.

4B Vocabulary

Memory




1 What kind of events do you only vaguely	a memory of?
2 When you think about holidays,	b having a photographic memory?
3 When you cast your mind	c a lasting memory of your first teacher?
4 What is your most	d people's names?
5 Are any memories	e remember from your childhood?
6 What are the pros and cons of	f forget painful memories?
7 Do you treasure the	g triggered by certain types of weather?
8 What kind of thing	h what comes to mind first?
9 Is it possible to make yourself	i back, what is your earliest memory?
10 What kind of events do you have a vivid	j memory of your first day at school?
11 Do you have a vague memory or	k often crosses your mind?
12 Do you often need to refresh your memory of	l distant memory?



5A Vocabulary

Crime and justice

Student A


- A**  Work in AA pairs. Read the story of Sean Brannigan's criminal life. Try to complete the gaps. Student B has the same story, but with different gaps. Decide on questions to ask Student B to check your ideas.

Sean Brannigan had been in trouble with the law all his life. As a teenager, he was always getting into fights, and once the fight was so bad he was convicted of ¹ _____ assault. As it was his first offence, he was given community service, but he did not learn his lesson, and even after he was brought ² _____ with his victim he refused to apologise. In his early twenties, he was fined £10,000 for credit card ³ _____. On another occasion, he was held in custody on ⁴ _____ of possession of a controlled substance, but there was not enough ⁵ _____ to take him to trial. In his forties, Sean ran a business, and everything was going well until an employee made an allegation of tax ⁶ _____ against him. He offered the investigating tax inspector £20,000 to forget about it, but he was arrested for bribery and corruption. Sean's lawyer wanted him to ⁷ _____ guilty, hoping that he would serve a reduced sentence, but Sean refused. The tax inspector gave ⁸ _____ in court and Sean was found guilty. Of course, he was not given ⁹ _____ imprisonment because he hadn't murdered anyone, but he was told he would have to serve the full sentence of ten years in prison. He was also banned from ever ¹⁰ _____ a business again.



- B**  Work in AB pairs. Take turns to ask your partner questions to check your ideas and complete the gaps.
- C**  Discuss the text in your AB pairs. What should be done with people like Sean? Can they be helped or should they just be punished?



Student B

- A**  Work in BB pairs. Read the story of Sean Brannigan's criminal life. Try to complete the gaps. Student A has the same story, but with different gaps. Decide on questions to ask Student A to check your ideas.

Sean Brannigan had been in trouble with the law all his life. As a teenager, he was always getting into fights, and once the fight was so bad he was ^a _____ of violent assault. As it was his first offence, he was given ^b _____, but he did not learn his lesson, and even after he was brought face-to-face with his victim he refused to apologise. In his early twenties, he was ^c _____ £10,000 for credit card fraud. On another occasion, he was held in ^d _____ on suspicion of possession of a ^e _____ substance, but there was not enough evidence to take him to trial. In his forties, Sean ran a business, and everything was going well until an employee made an ^f _____ of tax evasion against him. He offered the investigating tax inspector £20,000 to forget about it, but he was arrested for bribery and ^g _____. Sean's lawyer wanted him to plead guilty, hoping that he would ^h _____ a reduced sentence, but Sean refused. The tax inspector gave testimony in court and Sean was ⁱ _____ guilty. Of course, he was not given life imprisonment because he hadn't murdered anyone, but he was told he would have to serve the ^j _____ sentence of ten years in prison. He was also banned from ever running a business again.

- B**  Work in AB pairs. Take turns to ask your partner questions to check your ideas and complete the gaps.
- C**  Discuss the text in your AB pairs. What should be done with people like Sean? Can they be helped or should they just be punished?

5B Vocabulary

Employment

Student A: Find someone who ...

would like to work in the financial sector. _____ Why? _____

thinks the agricultural sector is important in his/her country. _____ Why? _____

would hate to work in the construction sector. _____ Why? _____

thinks that workers in the public sector are overpaid. _____ Why? _____



Student B: Find someone who ...

would like to work in the transport sector. _____ Why? _____

thinks the manufacturing sector is important in his/her country. _____ Why? _____

would hate to work in the energy sector. _____ Why? _____

thinks that people in the retail sector are underpaid. _____ Why? _____



Student C: Find someone who ...

would like to work in the industrial sector. _____ Why? _____

thinks the financial sector is important in his/her country. _____ Why? _____

would hate to work in the manufacturing sector. _____ Why? _____

thinks that people in the transport sector are underpaid. _____ Why? _____



Student D: Find someone who ...

would like to work in the energy sector. _____ Why? _____

thinks the construction sector is important in his/her country. _____ Why? _____

would hate to work in the industrial sector. _____ Why? _____

thinks that people in the agricultural sector are underpaid. _____ Why? _____


6A Vocabulary

Adjectives: Describing arts and culture

Pair A

A  Work with your partner. Write the name/title of these eight things. Then discuss your ideas with another Pair A.


1	a piece of music you think is very powerful _____
2	a book you think is humorous _____
3	a film you think is flawless _____
4	a building you think is iconic _____
5	a song you think is meaningful _____
6	a sportsperson you think is sensational _____
7	a TV show you think is nonsensical _____
8	a film you think is gritty _____

B  Discuss your ideas with a Pair B.

Pair B

A  Work with your partner. Write the name/title of these eight things. Then discuss your ideas with another Pair B.

1	a building you think is exotic _____
2	a piece of music you think is repetitive _____
3	a song you think is evocative _____
4	a film you think is humorous _____
5	a book you think is very bleak _____
6	an animal you think is playful _____
7	a celebrity whose clothing you think is elaborate _____
8	a writer whose books you think are sensational _____

B  Discuss your ideas with a Pair A.


6B Vocabulary

Emotions

Student A

A Complete the sentences to make them true for you.


1 I would be absolutely <i>devastated</i> if _____.
2 I get very <i>frustrated</i> when _____.
3 I remember being totally <i>speechless</i> when _____.
4 A friend of mine was extremely <i>jealous</i> when _____.
5 As a child, I would feel a bit <i>insecure</i> when _____.
6 I am a bit <i>disillusioned</i> with _____.
7 I would be so <i>ashamed</i> if _____.
8 When I was very young, I was absolutely <i>petrified</i> of _____.
9 I sometimes get a bit <i>over-excited</i> when _____.
10 I always feel <i>satisfied</i> when _____.

B  Work in AB pairs. Read your sentences to Student B, leaving out the words in *italics*. Can your partner work out the adjective you missed out in each sentence?

Student B




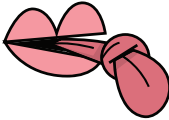





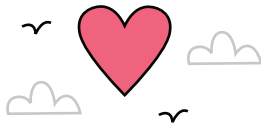
A Complete the sentences to make them true for you.

1 My friend is absolutely <i>petrified</i> of _____.
2 I'm terribly <i>restless</i> just before _____.
3 I'm very <i>protective</i> of _____.
4 Sometimes I get a bit <i>insecure</i> when _____.
5 As a young child, I was absolutely <i>devastated</i> when _____.
6 I would be totally <i>speechless</i> if _____.
7 I was very <i>frustrated</i> recently because _____.
8 I would be so <i>gleeful</i> if _____.
9 I must admit I was extremely <i>jealous</i> when _____.
10 I remember being so <i>ashamed</i> when _____.





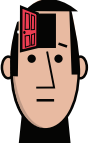


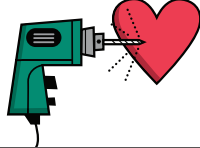

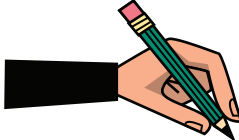
B  Work in AB pairs. Read your sentences to Student A, leaving out the words in *italics*. Can your partner work out the adjective you missed out in each sentence?

7A Vocabulary

Compound adjectives


Student A	A	B	C	D
1	absent-minded		light-headed	
2		glassy-eyed		heart-breaking
3	open-minded		half-hearted	
4		heart-warming		hard-hearted
5	mouth-watering		left-handed	

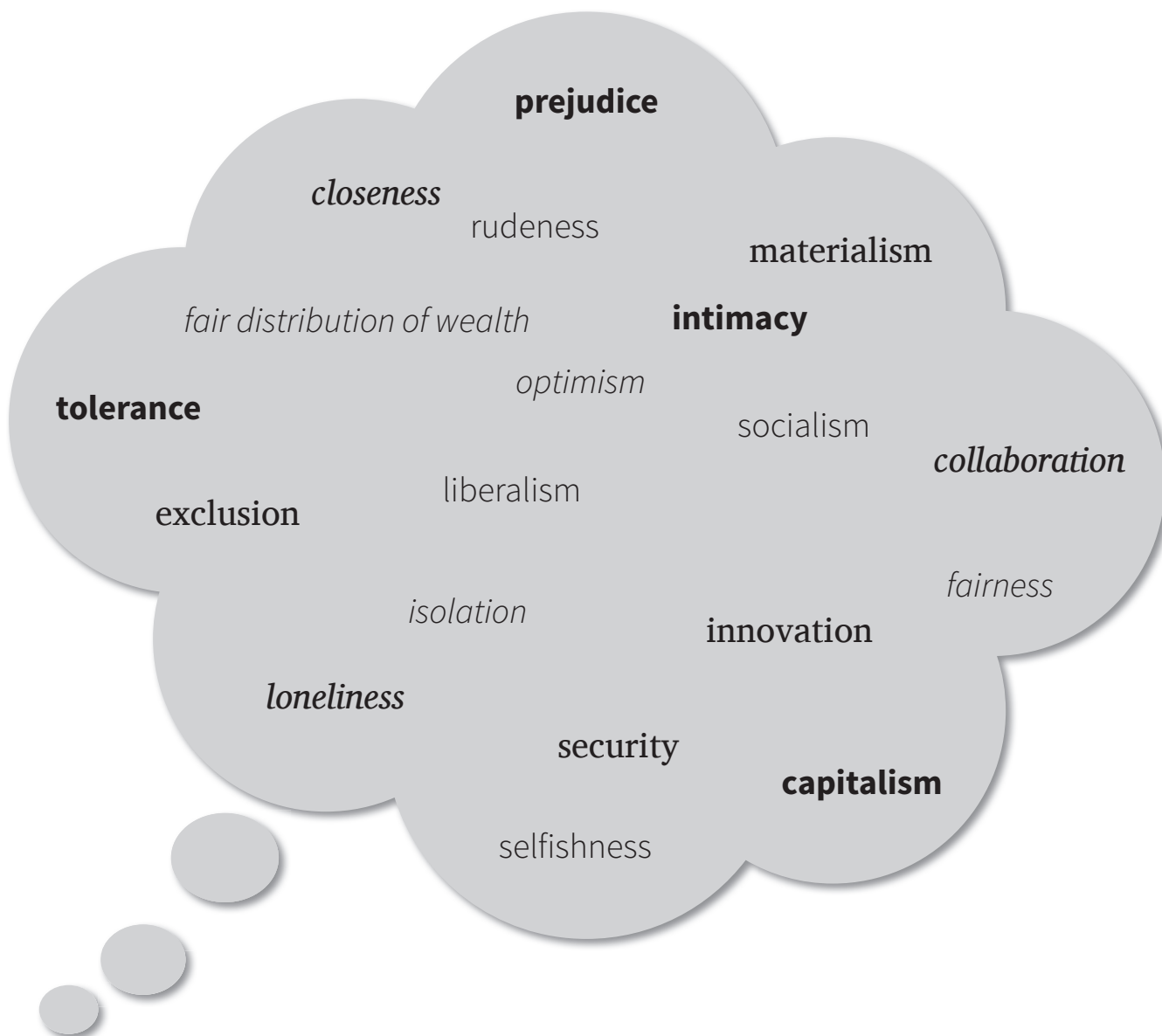


Student B	A	B	C	D
1		short-sighted		hair-raising
2	mind-boggling		tongue-tied	
3		narrow-minded		warm-hearted
4	back-breaking		clear-headed	
5		jaw-dropping		light-hearted

7B Vocabulary



Nouns with suffixes: Society and relationships

- A**  Work in pairs. You're going to create a new community where you can decide exactly how people are going to live. Agree on three desirable qualities for your community (or the people in it) and three undesirable qualities. Discuss how you would ensure these principles were maintained in practical terms.



Desirable qualities: _____

Undesirable qualities: _____

- B**  Work with another pair. Explain your lists to each other and try to agree two new lists.
- C**  Work in new pairs. Tell your partner about the community you're living in at the moment. Which qualities or behaviours would you change if you could? Why?

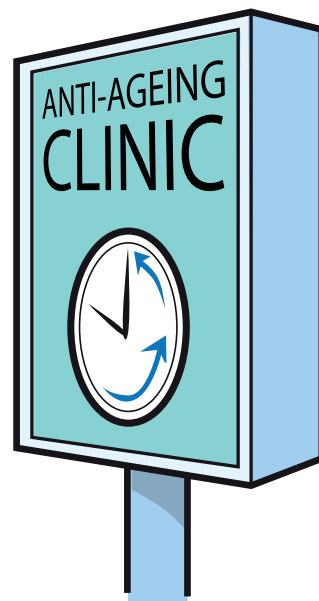
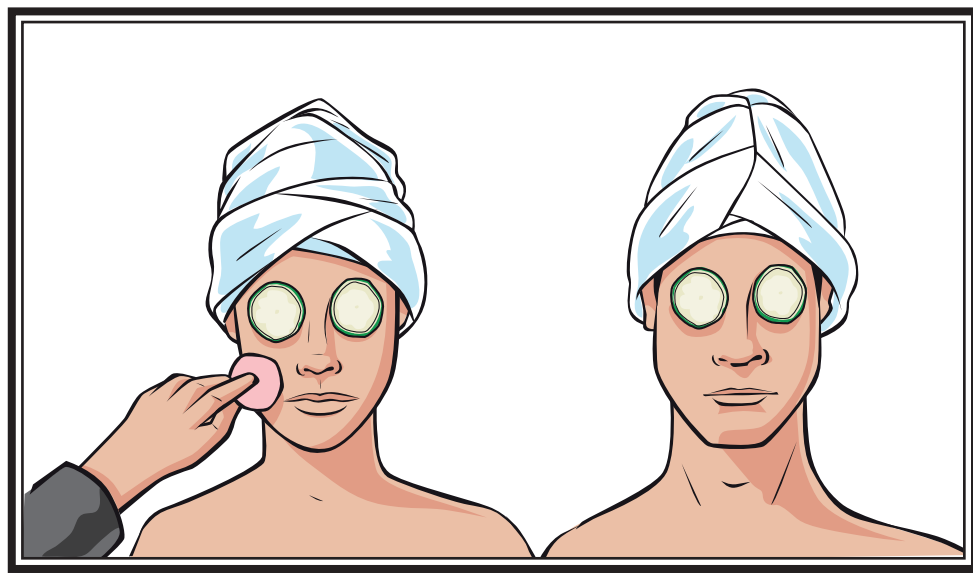
8A Vocabulary

Sleep

Group card	Student A
<ol style="list-style-type: none"> 1 I need to stay awake till midnight – what do I do? 2 Our biology lesson was so boring today! 3 This is the third time you've been late for work this week! What's going on? 4 Wow, you look really tired! 5 It is so hard to get my son out of bed in the morning. 6 Do you find it easy to fall asleep at night? 7 Did you watch the film on Channel 7 last night? 8 I don't think I'll sleep tonight – I'm worried about the exam tomorrow. 9 Have you ever fallen asleep during a meeting? 10 Do you have problems sleeping? 11 The neighbours kept me up all night! 12 Luckily, I heard the burglars before they broke in! 	<ol style="list-style-type: none"> 1 Why don't you have a nap? 2 I know, I nearly fell off to sleep. 3 I'm sorry, I slept over again. 4 I am. I didn't sleep a log last night. 5 Not mine – he's light awake at 6:30. 6 Not really, I toss and turn a lot before I manage to sleep. 7 No, I was deep asleep at that time. 8 Me neither. I usually sleep softly before exams. 9 I nearly fell off to sleep at the meeting yesterday. 10 Yes, I suffer from insomnia. 11 I'm sorry to hear that. I slept like a tree trunk. 12 You must be a weak sleeper.
Student B	Student C
<ol style="list-style-type: none"> 1 You could have a log? 2 Absolutely – I nearly tripped off to sleep. 3 I'm sorry, I underslept again. 4 Yes, I didn't sleep a wink last night. 5 Well, my son is wide awake at 6 am! 6 No, I turn and roll quite a bit. 7 No, I was fast asleep. 8 I can't either. I always sleep weakly before exams. 9 Last year, I think I almost got off to sleep at one of our meetings. 10 Yes, I have unsomnia. 11 Poor you! I slept like a log. 12 You must be a light sleeper. 	<ol style="list-style-type: none"> 1 Maybe you should have a wink? 2 I agree. I nearly dropped off to sleep. 3 I'm sorry, I overslept again. 4 I know. I didn't sleep a blink last night. 5 Really? Mine is fast awake at 7 in the morning. 6 No, I roll and move quite a bit. 7 No, I was hard asleep then. 8 Me neither. I always have a restless night before an exam. 9 Yes, I actually drifted off during a finance meeting once. 10 Yes, I suffer from imsomnia. 11 Oh dear, I slept like a board. 12 You must be a low sleeper.

8B Vocabulary

Ageing and health



A You are the directors of a new anti-ageing clinic and spa that is going to open soon. You need to produce a publicity leaflet to attract clients. Decide on a name for your clinic and what you will offer to your clients. Choose three signs of ageing from the list and add three of your own, then describe the services or products you will offer. Then decide on five promises you will make to your clients.

Name of clinic _____

Signs of ageing

dry skin

yellowing teeth and tooth loss

deteriorating eyesight

heart trouble

arthritis

Services and products

facials from our expert beauticians to combat skin problems

What do you promise?

B Create your leaflet on a separate sheet of paper or online. Include your prices.

9A Vocabulary

Verbs beginning *re-*

A  Work in pairs. Complete the questions with the correct form of verbs beginning with *re-*.

- 1 If a world-famous building was to be rec_____ in your city, which building would you like it to be?
- 2 If you could rev___ a shop in your town, which would it be and why?
- 3 Which part of your town or city would you like to see completely red_____?
- 4 Are there any old customs you would like to res_____?
- 5 Is there anything your country has lost which you would like it to reg_____?
- 6 Are there any old laws you would like to see rei_____ in your country?
- 7 If your street were to be rej_____ with lots of trendy cafés and boutiques, would you be happy about it?
- 8 Which city in your country most needs reg_____, in your opinion?
- 9 How would you ren_____ your school building / office?

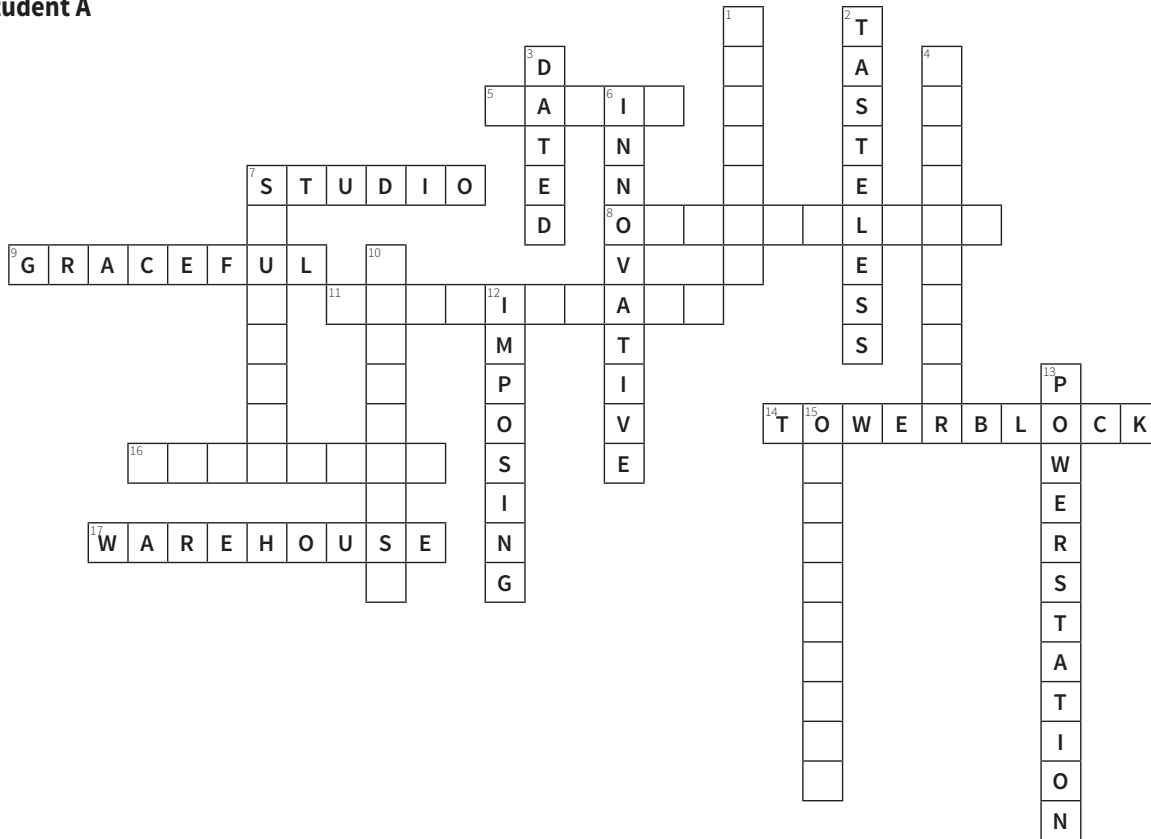
B  Work in pairs. Discuss the questions in A.



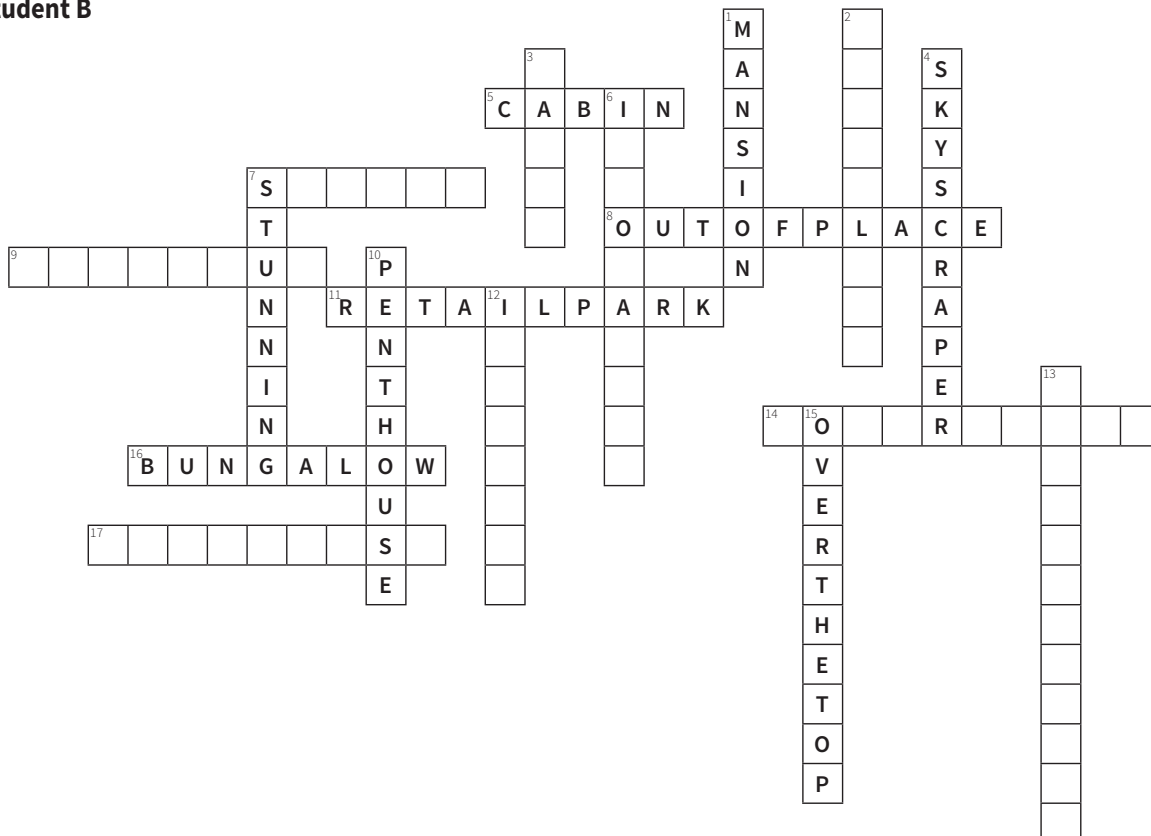
9B Vocabulary

Describing buildings

Student A




Student B



10A Vocabulary

Communication verbs

 Work in groups of four. Each, take one topic card and one communication verb card. You're going to talk about the topic on your card, and you're going to talk in the style of the communication verb. You have one minute to prepare what you're going to say.

Take turns to talk. Continue until one of the other students guesses the communication verb on your card correctly.

Public transport

go into too much detail

Let me tell you about the metro system in my city so that you know how to use it on your visit. It has 195 stations and there are 226.5 km of tracks ...

You're going into too much detail!

Topic cards


PUBLIC TRANSPORT	EXERCISE & KEEPING FIT	THE IMPORTANCE OF SLEEP	MEDICAL CARE	HOUSING	RAISING CHILDREN
COMMUNITY ENGAGEMENT	HOBBIES & LEISURE INTERESTS	CLOTHES & FASHION	DIGITAL OR PRINT READING	WORKING CONDITIONS	RESTAURANTS & EATING OUT

Communication verb cards

illustrate a new topic	make throwaway remarks	go into the finer points	attack policies
present a new product	make comments under your breath	go into too much detail	demonstrate a new idea with practical examples
back up arguments	address a conference	move on to a new topic	present results
voice concerns	pay tribute to someone	summarise key ideas	sell an idea

10B Vocabulary

Superstitions, customs and beliefs

- A** Read the statements. Are they true or false for you? Write *T* or *F* in the table.
- B** Add two more superstitions, customs or beliefs from your own country to the table. Are they true or false for you? Write *T* or *F*.
- C**  Work in pairs. Talk about why the statements are true or false for you. Write *T* or *F* in the table for your partner.

	Me	My partner
I always make a wish when I blow out a candle.		
I think the idea that people can be put under a magic spell is a bit dubious.		
I find the idea of good-luck charms quite persuasive.		
I keep my fingers crossed when I need good luck.		
People who touch wood when they think they've tempted fate are a bit gullible.		
I am convinced that breaking mirrors is bad luck.		
I always try things three times – you never know, third time lucky!		
I think the idea that charms can ward off evil spirits is not so far-fetched.		
I believe superstitions about good fortune are based on common sense.		
I'd never live on the thirteenth floor, just to be on the safe side.		